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ABSTRACT

The Bronx Community College entering class in September 1974 is described in terms of high school averages (general, English, mathematics, foreign language) and of placements into precollege-level English, reading, and mathematics courses. The actual programs of the students placed, but not registered, in these remedial courses are examined. A total of 2,916 students were placed in remedial English, reading, and mathematics Curriculum, and 3,487 were enrolled in the same curricula. In comparison with remedial placements in the fall of 1971, the proportion of remedial English-reading placements in the fall of 1974 was noticeably higher, whereas the proportion of remedial mathematics placements was markedly lower. Forty-seven percent of the students were actually enrolled in one of the remedial English/reading courses, as compared with 74 percent placed, and 32 percent were enrolled in a remedial mathematics course, as compared with 37 percent placed. There was a marked increase in the proportion of nursing students that required remediation in reading/writing as well as in mathematics. An estimated 600 to 700 students placed in remedial courses were found to be taking college-level courses and were not enrolled in the remedial courses. Since 1971, the proportion of students recommended to the college by the University Applications Center with high school English averages below 70 percent has remained constant, whereas those with high school mathematics averages below 70 percent has steadily declined. There is a noticeable discrepancy between the proportion of students with mathematics averages below 70 percent and the proportion of students in remedial mathematics courses. (DB)

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Research Report

BRONX COMMUNITY COLLEGE

of THE CITY UNIVERSITY OF NEW YORK

B.C.C. 3-74

The Academic and Remedial Placement Profile of Students Entering B.C.C. in September, 1974 by Curriculum Group.

December, 1974

JC 740 442

Office of Institutional Research

Dr. Norman Eagle, Director

Dr. Madan Capoor, Assistant Director for Data Collection and Statistical Analysis

Dr. Thea Benenson, Assistant Director for Program Evaluation

Mr. Ken Weisman, Programmer

Summary

1. In comparison with remedial placements in the fall of 1971, the proportion of remedial English-Reading placements in the fall of 1974 is noticeably higher, while the proportion of remedial mathematics placements is markedly lower.

2. Forty-seven percent of matriculated students are actually enrolled in one of the remedial English-Reading courses (compared to 74% placed), while 32% are enrolled in one of the remedial mathematics courses (compared to 37% placed).

3. There has been a marked increase in the proportion of Nursing students requiring remediation in reading-writing, as well as in mathematics.*

4. An estimated six to seven hundred students who were placed into remedial courses, are found to be taking college-level courses, while not enrolled in the remedial courses for which they were recommended.

5. Since 1971 the proportion of students recommended to B.C.C. by the University Applications Center with high school English averages below 70% has remained constant, at about 45% to 47% (though the level was somewhat lower in 1972 and 1973).

6. Since 1971 the proportion of students recommended to B.C.C. by the University Applications Center with high school mathematics averages below 70% has steadily declined from 61% in 1971 to 54% in 1974.

7. There is a noticeable discrepancy, in many (mainly non-technological) curriculum areas, between a higher proportion of students having high school mathematics averages below 70%, and a lower proportion of students in these curriculum areas who are placed into, or enrolled in, remedial mathematics courses.

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* See important footnote on page 4.

The Academic and Remedial Placement Profile
of Students Entering B.C.C. in September, 1974
by Curriculum Group.

This report describes the B.C.C. class entering in September, 1974 in terms of high school averages (general, English, mathematics, foreign language) and placements into pre-college level English, reading, and mathematics courses. It also examines the actual programs of enrolled students placed into, though not registered in, these remedial courses.

REMEDIAL PLACEMENTS and ENROLLMENTS

Table 1 shows the distribution of remedial placements into English, reading, and mathematics, for 16 curriculum areas. These students, assigned matriculant codes, may not, however, have registered at B.C.C. Therefore, this table is of interest mainly in the comparison of the current group of students assigned to B.C.C., with groups assigned in previous years. Since September 1971, the proportions of students recommended for placement into remedial courses, but who may or may not have actually enrolled, are shown for the sixteen curriculum groups as follows:

Trend in the proportion of students recommended for remedial placements (not necessarily registered), 1971-1974.

	English-Reading				Mathematics			
	1971	1972	1973	1974	1971	1972	1973	1974
Business Accounting	.66	.81	.72	.72	.57	.51	.61	.32
Business Retail	.59	.60	.61	.63	.47	.50	.79	.17
Business Secretarial	.54	.74	.67	.77	.51	.51	.57	.38
Data Processing	.67	.79	.69	.76	.45	.40	.52	.31
Chemical Technology	.66	.84	-	.75	.33	.52	-	.75
Medical Laboratory Tech.	.76	.68	.41	.73	.73	.62	.74	.76
Plastics Technology	.71	.60	-	.57	.55	.73	-	.21
Mechanical Technology	.75	.76	.54	.63	.70	.56	.79	.45
Electrical Technology	.67	.74	.58	.72	.70	.62	.68	.39
Nursing	.68	.57	.42	.76	-	.01	.04	.66
Liberal Arts	.53	.69	.66	.78	.65	.64	.58	.27
Engineering Science	.71	.70	.43	.76	.56	.48	.58	.27
Business Administration	.66	.73	.70	.68	.66	.66	.71	.36
Pre-Pharmacy	.56	.66	.52	.74	.69	.43	.68	.23
Music	.41	.56	.50	.67	.29	.39	.25	.23
Education Associate	-	-	-	-	-	-	-	-
Other or Undecided	-	-	.55	.76	-	-	.44	.17
All Curriculums	.60	.72	.63	.74	.56	.54	.57	.37

The above table shows that three out of four students applying to B.C.C. for Fall, 1974 admissions, and who took placement tests in the English-Reading area, were recommended for at least one remedial course. Table 1, in fact, shows that 43% were recommended for placement into both a remedial reading and a remedial English (writing) course. There appears to have been

a marked rise in the proportion of students placed into remedial English-Reading courses, compared with all classes entering B.C.C. since the fall of 1971, the first year for which accurate records are available.

With regard to mathematics, however, the reverse change has taken place, since a marked decrease in the proportion of students placed into a remedial mathematics course is apparent (from over 50% for each of the three Fall entering classes prior to the current one, to 37% for the Fall, 1974 entering class.)

Actual enrollments in remedial courses are shown in Table 2. It can be seen that 47% of the matriculated students are actually enrolled in one of the English-Reading courses (compared to the 74% placed), while 32% are actually enrolled in one of the mathematics courses (compared to the 37% placed). The remedial English-Reading enrollment ratio for the Fall 1974 entering class is almost identical to the ratio for the Fall 1973 entering class. However, the remedial mathematics enrollment ratio is somewhat lower than that for last year.

If the median proportion, plus and minus .05, is taken as the "average" range of proportions across all curriculum groups, the following groupings show which curricula fall within this "average" range, and which show higher or lower proportions (excluding the chemical technology and education associate curriculums, because of inadequate size):

< .40	Median p ± .05 .40 - .50	> .50
Music (.39)	Plastics Tech. (.41)	Business Retail (.51)
Engineering Science (.39)	Bus. Accounting (.43)	Data Processing (.55)
	Liberal Arts (.43)	Med. Lab. Tech. (.57)
	Bus. Admin. (.45)	Nursing (.70)
	Pre-Pharmacy (.45)	
	Bus. Secret. (.46)	
	Mechanical Tech. (.47)	
	Electrical Tech. (.48)	

While this year's "average" range is almost identical to that of last year, it may be seen that many more curricula find themselves within this range, compared with last year. Business Retail and Data Processing continue to fall into the "above average" group (higher proportions of students requiring remediation), while Music and Engineering Science students continue to fall into the "below average" group. The Nursing curriculum shows a sharp increase in the proportions of students enrolled in remedial English-Reading courses, from 36% in 1973 to 70% in 1974. In fact the Nursing curriculum has the highest proportion of students requiring remediation in the English-Reading area. *

Over the three entering classes since the fall of 1972, the proportions of students in the various curricula enrolled in one or more remedial Reading-English course are shown in the following table (excluding curriculums of inadequate size):

* However, no student requiring remediation in any area, is permitted to enroll in any of the Nursing courses per se.

Curriculum	1972	1973	1974
Business Retail	.32	.50	.51
Pre Pharmacy	.40	.44	.45
Music	.44	.33	.39
Nursing	.45	.36	.70
Business Administration	.49	.56	.45
Medical Laboratory Tech.	.50	.36	.57
Engineering Science	.50	.33	.39
Electrical Technology	.52	.38	.48
Liberal Arts	.55	.50	.43
Business Secretarial	.57	.54	.46
Business Accounting	.58	.50	.43
Data Processing	.63	.64	.55
Mechanical Technology	.64	.44	.47

Intercorrelating the three columns above, yields a mean correlation coefficient (z method) of .39, indicating a moderate degree of consistency in the proportions of remedial Reading-English placements within curricula, from 1972 to 1974.

In mathematics, Table 2 shows that 32% of all matriculated students are enrolled in one of the three mathematics remedial courses. This compares with 40% of matriculated students enrolled in Mathematics 05 and 06 last year. A slight decrease from last year is, therefore, apparent.

If the fourteen curriculum groups are sorted into the three groups of "enrollment ranges" as was done for the English-Reading enrollments above, the following groupings emerge for enrollments in remedial mathematics courses:

< .28	Median p ± .05 .28 - .38	> .38
Music (.11)	Bus. Accounting (.30)	Nursing (.47)
Plastics (.21)	Bus. Admin. (.33)	Mechanical Tech. (.48)
Bus. Secretarial (.24)	Data Processing (.34)	Electrical Tech. (.53)
Business Retail (.24)		Pre Pharmacy (.53)
Liberal Arts (.25)		Engineering Science (.54)
		Med. Lab. Tech. (.60)

It is again seen, as in 1972 and 1973, that all of the curriculums in the "above average" group (curriculums having higher than "average" proportions of remedial enrollments) are technical in nature. This may reflect more stringent requirements in these areas. The Nursing curriculum is seen to move from the below average group in 1973 to the above average group in 1974, confirming a similar shift seen for the English-Reading area.

Over the three entering classes since the fall of 1972, the proportions of students in the various curricula enrolled in one of the remedial mathematics courses are shown in the following table (excluding curriculums of inadequate size):

Curriculum	1972	1973	1974
Business Secretarial	.35	.17	.24
Mechanical Technology	.56	.72	.48
Data Processing	.33	.40	.34
Business Accounting	.52	.37	.30
Medical Laboratory Tech.	.57	.62	.60
Liberal Arts	.44	.39	.25
Business Administration	.48	.41	.33
Electrical Technology	.60	.69	.53
Business Retail	.23	.46	.24
Nursing	.03	.25	.47
Engineering Science	.52	.55	.54
Music	.16	.11	.11
Pre-Pharmacy	.43	.58	.53

Intercorrelating the three columns above, yields a mean correlation coefficient (z method) of .67, indicating a marked degree of consistency in the proportions of remedial mathematics placements within curricula, from 1972 to 1974.

PLACEMENT-ENROLLMENT DISCREPANCIES

While there are about 2,100 entering matriculated students who are enrolled in some kind of remedial course, about 1,300 other entering matriculated students are not (Table 2). Many of these 1,300 students, however, were placed into one or more remedial courses but have managed,

somehow, to avoid taking these prescribed courses, in favor of other, college-level courses. The extent of this is shown in Table 3. This table shows, for example, that of several hundred (probably over 400) students who were placed into both remedial English and Reading courses, 93 are enrolled in Business 11, 39 in Accounting 11, 38 in History 11 or 12, 86 in Psychology 11, etc. (These are not mutually exclusive students, that is, a student with the kind of remediation need specified could be enrolled in more than one college-level course.) It is particularly interesting that 81 students who should have been excluded from English 13 for failing to meet entry requirements are, in fact, enrolled in the course. By contrast, it may be seen that only a very few students requiring a remedial mathematics course (10) are actually enrolled in a college-level mathematics course.

The large number of students requiring English-Reading remediation who are enrolled in a college-level course may raise several questions. One question centers around how the students managed to enroll in English 13, for which they were not qualified. Another question centers around the effects of enrollment in college-level courses prior to remediation. A follow-up study on this issue is suggested.

HIGH SCHOOL AVERAGES

The proportion of students at five levels of three-year high school averages, for general average, English, mathematics and foreign

languages, are shown in Tables 4-7. Only English and mathematics will be subjected to further analysis in this report.

When the curricula are distributed among the three classification categories used above for enrollments in remedial English-Reading and in remedial mathematics courses, the following groupings from Table 5 occur for the proportions of three year English averages below 70% (inadequate sized curricula are excluded):

$< .31$	Median $p \pm .05$ $.31 - .41$	$> .41$
Nursing (.10)	Data Processing (.31)	Bus. Admin. (.44)
Bus. Secretarial (.24)	Plastics Tech. (.33)	Liberal Arts (.46)
Business Retail (.30)	Mechanical Tech. (.35)	Engineering Science (.48)
	Med. Lab. Tech. (.36)	Pre Pharmacy (.49)
	Electrical Tech. (.36)	Music (.55)
	Bus. Accounting (.38)	

It is interesting that all five of the transfer curriculums are found in the "above average" category, that is, having higher than average proportions of students with high school English averages below 70%. (An examination of last year's entering class also shows that 4 out of 5 of the highest proportions belonged to transfer curriculum groups.)

However, when one compares the above groupings for remedial English-Reading enrollments (based on placement tests), one finds that the transfer curriculum areas are among the lowest in the proportion of students requiring remediation. This seeming contradiction may be explained if it is found that the students in the transfer curriculums come from high schools with higher academic standards than the career students. Their high school grades, therefore, could be relatively lower than the career student grades, while actual reading and writing skills could be better.

Nursing and Business Secretarial students are again seen, as last year, to have the lowest proportions of high school English averages below 70%.

The median (curriculum-area) proportion of students having English averages below 70% is .36, as compared to .32 last year. This corroborates the finding, shown in Table 8, that the over-all proportion of students recommended by the University Applications Processing Center to B.C.C., having high school English averages below 70%, was .30 in the fall of 1973, as compared to .38 this year.

With regard to high school mathematics, the following groupings of curricula, for proportions of averages below 70%, are taken from Table 6. (inadequate sized curricula are excluded.):

.48	Median p ± .05 .48 - .58	.58
Nursing (.40)	Bus. Secretarial (.49)	Bus. Accounting (.59)
Data Processing (.44)	Business Retail (.50)	Music (.61)
	Mechanical Tech. (.50)	Med. Lab. Tech. (.62)
	Electrical Tech. (.50)	Liberal Arts (.64)
	Engineering Sci. (.52)	
	Plastics Tech. (.54)	
	Bus. Admin. (.56)	
	Pre-Pharmacy (.56)	

Unlike the groupings based on enrollments (p.6), the above groupings show only one technology curriculum (Medical Laboratory) in the high proportion category. All other technologies fall into the "average" group. On the other hand, the actual proportions of students within the technology curriculums receiving mathematics grades below 70% are seen to be very close to actual proportions enrolled in remedial mathematics courses (Plastics is the single exception).

Despite this agreement involving technology curriculums, the proportions of students receiving mathematics grades below 70% are higher, in 11 out of the 14 curriculum areas, than the proportions enrolled in remedial mathematics courses, and over all curriculum areas it can be seen that whereas 56% of all enrolled entering freshman students received high school mathematics grades below 70% (Table 6), only 37% of all enrolled matriculated students were placed into remedial mathematics

courses, and only 32% are enrolled in such classes. This may raise the question as to whether a sufficient number of students are being identified and placed into remedial courses in mathematics.

Examination of Table 8 discloses that while there had been a decline in the proportion of students recommended to B.C.C.(by the University Applications Processing Center) with high school English averages below 70%, from 1971 to 1973, the proportion is now again close to the 1971 level, at .45. With regard to the proportion of students having high school mathematics averages below 70%, the table reveals a consistent decline from .61 in 1971 to .54 in 1974.

Table 1 Distribution of Remedial Placements in English, Reading, and Mathematics, by Curriculum (students assigned Matriculant Code, who may or may not have registered at B.C.C.).

Curriculum	Eng 01	Eng 02	RDL 01	RDL 02	ENG 01/02 RDL 01/02	Mth 05	Mth 06	Mth 08	Other	Total
Bus. Accounting	.03	.02	.05	.15	.47	.26	.05	.02	.18	172
Bus. Retail	.13	.00	.00	.10	.40	.17	.00	.00	.37	30
Bus. Secretarial	.04	.01	.10	.19	.43	.35	.01	.01	.15	352
Data Processing	.05	.03	.08	.09	.50	.30	.03	.00	.17	117
Chemical Tech	.20	.00	.20	.20	.40	.60	.00	.00	.00	5
Med. Lab Tech	.04	.05	.08	.19	.37	.59	.11	.04	.10	226
Plastics Tech	.03	.09	.09	.16	.19	.19	.00	.00	.44	32
Mechanical Tech	.00	.03	.05	.15	.38	.26	.21	.00	.18	39
Electrical Tech	.09	.02	.04	.14	.42	.29	.11	.00	.17	161
Nursing	.03	.04	.08	.17	.45	.02	.00	.64	.12	246
Liberal Arts	.05	.03	.10	.16	.44	.16	.04	.07	.16	1192
Engineering Science	.04	.01	.03	.22	.45	.21	.07	.00	.21	67
Bus. Admin.	.04	.04	.07	.09	.44	.31	.06	.01	.20	139
Pre-Pharmacy	.06	.02	.04	.17	.48	.19	.06	.00	.17	54
Music	.05	.05	.00	.00	.55	.15	.05	.00	.35	20
Teacher Associate	.00	.00	.00	.00	.00	.00	.00	.00	.00	1
Undecided/Other	.02	.02	.14	.16	.40	.19	.00	.00	.21	63
All Curriculums N	138	82	239	467	1261	682	132	250	479	2916
P	.05	.03	.08	.16	.43	.23	.05	.09	.16	

Table 2. Distribution of Remedial Enrollments in English, Reading, and Mathematics Fall 1974, by Curriculum (Matriculated Students)

Curriculum		Eng 01	Eng 02	RDL 01	RDL 02	ENG 01/02 RDL 01/02	Mth 05	Mth 06	Mth 08	Other	Total
Bus. Accounting		.04	.04	.06	.11	.18	.26	.02	.02	.40	203
Bus. Retail		.15	.03	.06	.09	.18	.21	.03	.00	.36	33
Bus. Secretarial		.05	.01	.09	.14	.17	.22	.02	.00	.42	397
Data Processing		.07	.07	.12	.07	.22	.31	.03	.00	.36	137
Chemical Tech		.20	.00	.20	.40	.00	.60	.00	.00	.20	5
Med. Lab Tech		.05	.05	.12	.17	.18	.49	.10	.01	.21	240
Plastics Tech		.02	.10	.19	.05	.05	.19	.02	.00	.55	42
Mechanical Tech		.05	.05	.02	.14	.21	.31	.17	.00	.17	42
Electrical Tech		.11	.04	.07	.13	.13	.35	.17	.01	.24	186
Nursing		.04	.05	.08	.17	.36	.39	.00	.08	.20	253
Liberal Arts		.06	.04	.09	.10	.14	.19	.04	.02	.43	1516
Engineering Science		.06	.01	.03	.16	.13	.28	.26	.00	.24	94
Bus. Admin.		.07	.04	.07	.10	.17	.29	.04	.00	.38	167
Pre-Pharmacy		.06	.08	.06	.14	.11	.38	.15	.00	.25	72
Music		.07	.07	.00	.11	.14	.07	.04	.00	.54	28
Teacher Associate		.00	.00	.00	.00	.00	.00	.00	.00	.00	1
Undecided/Other		.03	.03	.13	.13	.13	.11	.01	.00	.52	71
All Curriculums	N	211	133	293	411	581	888	180	65	1300	3487
	P	.06	.04	.08	.12	.17	.25	.05	.02	.37	

Table 3. Students placed into, but not taking remedial courses; and some courses they are taking.

	RDL 01	RDL 02	ENG 01	ENG 02	Any ENG and RDL	TOTAL	MTH 05	MTH 06	MTH 08	TOTAL
ACC 11	7	7	5	5	39	63	7	9	-	16
BIO 11	6	5	11	3	11	36	2	4	1	7
18	-	2	1	-	4	7	2	-	-	2
BUS 11	11	16	8	7	93	135	30	9	1	40
CMS 11	50	65	41	9	332	497	93	30	95	218
CHM 11	2	2	-	-	10	14	-	-	-	-
ECO 11	2	1	2	2	7	14	1	-	-	1
ELC 11	-	2	4	2	7	5	-	1	-	1
ENG 13	13	32	8	9	19	81	26	11	17	54
19	-	-	1	-	-	1	-	-	-	-
FRN 11	1	1	3	-	15	20	1	-	3	4
HIS 11	2	12	10	2	17	43	12	2	4	18
12	3	19	6	7	21	56	11	6	5	22
MTH 11	-	1	3	-	15	19	1	4	-	5
16	1	4	-	-	2	7	-	1	-	1
17	2	2	2	3	8	17	-	2	-	2
30	2	2	1	-	6	11	-	2	-	2
MEC 11	2	1	1	2	17	23	3	-	-	3
PLS 11	1	1	1	-	5	8	1	-	-	1
POL 11	3	3	1	1	6	14	5	-	-	5
SOC 11	7	13	13	4	51	88	7	4	23	34
PSY 11	9	26	20	9	86	150	23	8	33	64
SPN 11	8	17	15	2	60	102	11	3	14	28

Table 4 Distribution of 3 Year High School General Averages for September, 1974 Registered Freshman (Matrics and Non-Matrics).

Curriculum	Total	Below 65 N	Below 65 p	65 - 69 N	65 - 69 p	70 - 74 N	70 - 74 p	75 - 79 N	75 - 79 p	80 + N	80 + p	Unknown
Business Accounting	206	20	.11	57	.32	53	.29	32	.18	18	.10	26
Business Retail	34	5	.17	8	.27	7	.23	7	.23	3	.10	4
Business Secretarial	400	20	.06	97	.28	101	.30	72	.21	52	.15	58
Data Processing	137	13	.11	34	.29	31	.26	20	.17	21	.18	18
Chemical Technology	5	1	.20	2	.40	1	.20	1	.20	-	-	-
Medical Laboratory Tech.	243	21	.11	61	.32	52	.28	35	.19	20	.11	54
Plastics Technology	44	5	.15	8	.24	8	.24	8	.24	5	.15	10
Mechanical Technology	42	4	.11	12	.32	10	.27	5	.14	6	.16	5
Electrical Technology	188	15	.09	56	.34	45	.27	33	.20	17	.10	22
Nursing	254	3	.01	37	.15	59	.24	86	.36	57	.24	12
Liberal Arts	1523	123	.11	495	.43	336	.29	131	.11	72	.06	366
Engineering Science	95	6	.08	30	.39	24	.32	10	.13	6	.08	19
Business Administration	168	18	.12	64	.42	40	.26	22	.14	8	.05	16
Pre-Pharmacy	75	6	.12	22	.45	7	.14	8	.16	6	.12	26
Music	29	4	.19	9	.43	3	.14	3	.14	2	.10	8
Teacher Associate	13	-	-	-	-	-	-	-	-	-	-	13
Undecided or Other	461	-	-	10	.45	4	.18	4	.18	4	.18	439
All Curriculums	3917	264	.09	1002	.36	781	.28	477	.17	297	.11	1096

Table 5 Distribution of 3 Year High School English Averages for September, 1974 Registered Freshmen (Matrics and Non-Matrics).

Curriculum	Total	Below 65 N	Below 65 p	65 - 69 N	65 - 69 p	70 - 74 N	70 - 74 p	75 - 79 N	75 - 79 p	80 + N	80 + p	Unknown
Business Accounting	206	13	.07	56	.31	55	.31	25	.14	29	.16	28
Business Retail	34	1	.04	7	.26	8	.30	4	.15	7	.26	7
Business Secretarial	400	11	.03	71	.21	78	.23	88	.26	88	.26	64
Data Processing	137	10	.09	25	.22	30	.26	25	.22	24	.21	23
Chemical Technology	5	1	.20	-	-	2	.40	2	.40	-	-	--
Medical Laboratory Tech.	243	14	.08	51	.28	37	.20	54	.29	28	.15	59
Plastics Technology	44	3	.09	8	.24	8	.24	8	.24	6	.18	11
Mechanical Technology	42	2	.05	11	.30	10	.27	9	.24	5	.14	5
Electrical Technology	188	14	.09	44	.27	46	.28	38	.23	20	.12	26
Nursing	254	4	.02	20	.08	39	.16	88	.37	89	.37	14
Liberal Arts	1523	83	.07	444	.39	318	.28	183	.16	122	.11	373
Engineering Science	95	7	.09	30	.39	20	.26	11	.14	8	.11	19
Business Administration	168	13	.09	53	.35	46	31	23	.15	15	.10	18
Pre-Pharmacy	75	4	.08	20	.41	9	.18	9	.18	7	.14	26
Music	29	3	.15	8	.40	4	.20	2	.10	3	.15	9
Teacher Associate	13	-	-	-	-	-	-	-	-	-	-	13
Undecided or Other	461	1	.05	5	.23	7	.32	5	.23	4	.18	439
All Curriculums	3917	184	.07	853	.31	717	.26	574	.21	455	.16	1134

Table 6 Distribution of 3 Year High School Mathematics Averages for September, 1974 Registered Freshmen (Matrics and Non-Matrics).

Curriculum	Total	Below 65 N	Below 65 p	65 - 69 N	65 - 69 p	70 - 74 N	70 - 74 p	75 - 79 N	75 - 79 p	80 + N	80 + p	Unknown
Business Accounting	206	37	.35	25	.24	15	.14	8	.08	20	.19	101
Business Retail	34	5	.31	3	.19	2	.13	2	.13	4	.25	18
Business Secretarial	400	59	.30	37	.19	40	.21	32	.16	27	.14	205
Data Processing	137	24	.32	9	.12	19	.26	11	.15	11	.15	63
Chemical Technology	5	3	.75	-	-	-	-	1	.25	-	-	1
Medical Laboratory Tech.	243	42	.36	31	.26	17	.15	14	.12	13	.11	126
Plastics Technology	44	8	.31	6	.23	3	.12	4	.15	5	.19	18
Mechanical Technology	42	6	.27	5	.23	7	.32	4	.18	-	-	20
Electrical Technology	188	31	.30	21	.20	21	.20	15	.15	15	.15	85
Nursing	254	34	.20	33	.20	30	.18	32	.19	40	.24	85
Liberal Arts	1523	245	.40	144	.24	97	.16	69	.11	51	.08	917
Engineering Science	95	8	.26	8	.26	6	.19	3	.10	6	.19	64
Business Administration	168	31	.35	19	.21	22	.25	9	.10	8	.09	79
Pre-Pharmacy	75	7	.30	6	.26	4	.17	2	.09	4	.17	52
Music	29	6	.46	2	.15	1	.08	3	.23	1	.08	16
Teacher Associate	13	-	-	-	-	-	-	-	-	-	-	13
Undecided or Other	461	2	.15	2	.15	4	.31	4	.31	1	.08	448
All Curriculums	3917	548	.34	351	.22	288	.18	213	.13	206	.13	2311

Table 7 Distribution of 3 Year High School Foreign Language Averages, for September, 1974 Registered Freshmen (Matrics and Non-Matrics).

Curriculum	Total	Below 65 N	Below 65 p	65 - 69 N	65 - 69 p	70 - 74 N	70 - 74 p	75 - 79 N	75 - 79 p	80 + N	80 + p	Unknown
Business Accounting	206	34	.34	18	.18	16	.16	11	.11	20	.20	107
Business Retail	34	4	.29	4	.29	1	.07	2	.14	3	.21	20
Business Secretarial	400	35	.16	39	.18	20	.09	41	.19	81	.38	184
Data Processing	137	12	.17	9	.13	14	.20	19	.27	16	.23	67
Chemical Technology	5	2	.50	1	.25	1	.25	-	-	-	-	1
Medical Laboratory Tech.	243	38	.32	16	.14	20	.17	16	.14	28	.24	125
Plastics Technology	44	5	.22	4	.17	3	.13	8	.35	3	.13	21
Mechanical Technology	42	4	.20	6	.30	4	.20	2	.10	4	.20	22
Electrical Technology	188	24	.26	21	.23	16	.17	13	.14	19	.20	95
Nursing	254	21	.12	25	.15	29	.17	36	.21	59	.35	84
Liberal Arts	1523	157	.26	119	.20	116	.19	88	.15	119	.20	924
Engineering Science	95	8	.24	10	.30	6	.18	4	.12	5	.15	62
Business Administration	168	21	.26	19	.23	16	.20	10	.12	15	.19	87
Pre-Pharmacy	75	5	.17	6	.21	2	.07	3	.10	13	.45	46
Music	29	6	.55	1	.09	1	.09	1	.09	2	.18	18
Teacher Associate	13	-	-	-	-	-	-	-	-	-	-	13
Undecided or Other	461	4	.29	2	.14	1	.07	4	.29	3	.21	447
All Curriculums	3917	380	.24	300	.19	266	.17	258	.16	390	.24	2323

Table 8 Comparisons of proportions of high school averages below 70% for students recommended to B.C.C. by the University Applications Processing Center, September 1971 to September 1974.

	1971	1972	1973	1974
3 year General Average	.47	.38	.39	.45
3 year English Average	.32	.27	.30	.37
3 year Mathematics Average	.61	.59	.56	.54
3 year Foreign Language Average	.45	.43	.42	.41